THE TRAINING SCHOOL BULLETIN

VOLUME 50 NOVEMBER, 1953 NUMBER 7

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RORSCHACH DETERMINANTS IN MENTALLY DEFECTIVE AND NORMAL SUBJECTS

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The purpose of this experiment was to compute the incidence of certain Rorschach determinants at different MA levels in mentally defective subjects, and to compare such findings with those published by Ford (3) in her investigation of the same problem with children of average and above average intelligence.

Rorschach (7) himself was concerned with the effect of intelligence on the frequency of appearance of W, M, C, %F, %A and %O. Later work was done in 1932 by Beck (1), working with a group of 69 mentally defective children, and by Kerr (5) in 1934.

The subjects for this study consisted of all the pupils at The Training School at Vineland, New Jersey, of both sexes, who had been given the Rorschach prior to July of 1952. Table 1 compares this group of fifty subjects with the group used by Ford:

TABLE I

Comparison of Population in Age, IQ and Mental Age

Variable	Vineland	Ford
Total group number	50	113
CA range	7 to 44	3 to 8
mean	16-1	not given
IQ range	36 to 82	90 to 157
mean	57.3	124.4
MA range	4-11 to 10-6	4-0 to 9-11
mean	7-4	not given
Sub-Groups by MA level		
MA Low level; number	8	43
range	4-11 to 5-11	4-0 to 5-11
MA Medium level; number	23	43
range	6-0 to 7-11	6-0 to 7-11
MA High level; number	19	27
range	8-0 to 10-6	8-0 to 9-11

All subjects had been given one of the following tests within a few days before or after the Rorschach: The 1937 Stanford-Binet (Form L or Form M), the Wechsler-Bellevue Intelligence Scale (Form I), or the Wechsler Intelligence Scale for Children. Scores on these tests were converted to correspond to the 1937 Stanford-Binet MA's and IQ's.

Rorschachs had been administered to our pupils by several different examiners. Where necessary, determinants scored according to the Beck (2) or Klopfer (6) system were changed to the Hertz (4) system, although the test protocols themselves were not rescored.

TABLE II

Product-moment Correlations Between Rorschach Determinants and MA and IQ of Retarded Children as Compared with Those from Ford's Study of Normal Children

Determinant	Variable*	Normal children	Retarded children**
R	MA	.63	.05
	IQ	.19	.11
%A, %Ad	MA	.07	.04
	IQ	—.02	—.17
W	MA	.10	—.23
	IQ	—.05	—.28
M	MA	.58	.07
	IQ	.19	.09
C-sum	MA	.25	—.09
	IQ	.05	.03

* Correlations between the various determinants and CA ranged from —.15 to +.22 and none was statistically significant.

** All correlations were smaller than four times their P. E. and hence were not statistically significant.

RESULTS

Table II shows the correlations found by Ford and us with subjects who were of comparable mental age, though differing in IQ. We did not obtain as high correlations with our subjects as did Ford with hers. Furthermore, there is a much closer agreement between Ford's and our correlations of determinants with IQ than there is between Ford's and our correlations with MA.

We found certain other determinants in our particular population which correlated highly with IQ, MA, or CA. These are shown in Table III.

TABLE III

Significant Correlations Between Rorschach Determinants and CA, MA, and IQ Scores of Retarded Children.

Linear relationship

Determinant	Variable	r	P. E.
FM	IQ	—.42	.08
% P	MA	.39	.08
Gray R. T.	CA	.52	.07
Gray R. T.	MA	.36	.09
Colored R. T.	CA	.63	.06
Colored R. T.	MA	.45	.08

Non-linear relationship

Determinant	Variable	Eta	P. E.
FM	CA	.62 (CA on FM)	.06
H	MA	.50 (H on MA)	.07
D	MA	.59 (D on MA)	.06
% D	MA	.55 (MA on % D)	.07

Ford found relationships between certain determinants and MA-groups (high, medium and low, as described in Table I). In ten determinants, our findings agreed with Ford's. In these cases we both found either an increase in frequency with increasing MA-groups, a decrease in frequency with increasing MA-groups, or no straight-line relationship with increasing MA-groups. The ten determinants on which both Ford and we found such relationships were W, W%, D, D%, (C, CF, FC), (C, CF, FC)%, (A, AD), (H, Hd), P and O%. In cases of all the other determinants, our findings disagreed with those of Ford's.

DISCUSSION

Certain specific variables will be discussed in detail, in the light of past findings and of this experiment:

1. Total Responses (R)

The mean number of R's in our total group was 15.2. Compared with the scores for normal individuals, which average about 30,

this indicated that our retarded group tended to give fewer responses than would a normal group. This is in keeping with findings of a relative poverty of thought in mental defectives.

Ford (3) found that the number of R's increases with increasing MA-groups, but our results did not show this to be true with our population. Ford found a correlation of .63 with MA and .19 with IQ; we found .05 with MA and .11 with IQ.

2. Whole Responses (W and W%)

Rorschach (7) reported that the number of W's in a record increases with increasing mental level, and that the normal individual should have 7 W's. Beck (2) and Klopfer (6) suggested 6-9 W's (corrected to a basis of 30 responses for comparison).

The mean number of W's in our total group was 6.2, which agrees quite closely with the above estimates, although the 48% W which we obtained is somewhat higher than the 20-30% usually expected from normal subjects.

Ford (3) found that the number of W's increases, but very slightly, with increasing MA groups; we found that the number of W's decreases. Both Ford and we found a decrease in W% with increasing MA-groups.

Beck (1) reported a correlation of .47 between MA and W. Ford reported correlations of .10 with MA and —.05 with IQ. Our study found non-reliable correlations of —.23 with MA and —.28 with IQ. Correlations based on MA and IQ with W% were not significant.

Our negative correlations can be reconciled with results obtained in other studies of normal individuals, giving positive correlations, by realizing that the W's our patients give are relatively simple ones, and are not original responses. As the intellectual level increases, subjects are better able to analyze the card into its component parts, and consequently do not have to resort to "easy", unoriginal W's; hence the number of W's and the W% decrease with increasing mental age.

3. Usual Details (D)

On the assumption of 30 responses per test, Rorschach (7) and Beck (2) reported that normal individuals give 20 D's, and Klopfer (8) reported 13.5 to 16.5. The mean number of D's in our total group was 7.8, which is considerably below that reported for the normal group. Our 46% D is also lower than that reported for normal subjects, since Rorschach and Beck estimate 66%, and Klopfer estimates between 45% and 55%.

Both Ford (3) and we found that D, as well as D%, increase with increasing MA-groups.

Our study, however, showed a significant non-linear correlation between D and MA, and between D% and MA. The relationship is non-linear in that the middle MA's tend to give more D's than either the higher or lower MA's. Speaking of MA *groups*, however, those patients who are in the higher groups stop giving so many generalized easy W's, and start giving more difficult, analytical D's.

4. Oligophrenic Details (Do)

The Do response was first described as appearing frequently in the records of the mentally defective. Although subsequent studies have indicated that this determinant is found also in depressed patients, many psychologists continue to believe that there is a high frequency of Do responses in the records of mentally defective patients.

Beck (1) reported a correlation of —.07 between Do and MA and Ford (3) reports that she obtained a similarly low correlation.

Our mean Do for the total group was .12; the mean Do% was .4%. Obviously, with such small frequencies, any correlations or other attempts to find significant relationships between Do and either MA or IQ are bound to be meaningless.

Our study, together with Ford's, Beck's and others, indicates the need for a revision of our concepts concerning the Do response, and would also seem to indicate the inadvisability of using the term "Oligophrenic" for this response, since it does not actually seem to appear to any appreciable extent in the records of "oligophrenics".

5. Human Movement (M)

M is one of the traditional indicators of intelligence. Rorschach (7) explained that the more M's in the record, the greater the richness of associative life. His norms indicated that M should not be expected in individuals who had below average intelligence, that the average individual should have 2-4 M's, and that superior and very superior individuals should have 5 or more M's.

Our mean M for the total group was .78, which agrees very well with Beck's (1) mean of .75 in his group of mentally deficient subjects. Our M% was only 5.6%. We found no straight-line relationship between M and the three MA-groups, although Ford (3) found a slight increase with the groups.

Since our mean M was only .78 for the total group, our correlations of .07 with MA and .09 with IQ have no significance, although Ford obtained a correlation of .58 with MA and .19 with IQ.

Rorschach's contention that individuals below normal intelligence give no M's, seems to be borne out in this study, since the mean M for the total group was so low, and since most records contained none.

6. Animal Movement (FM)

If we use the more-or-less accepted standard that an optimal relationship of M to FM is 2 to 1, and if we accept that a normal individual should have 3 M's, then the normal FM should be 1.5. The mean FM for our total group was 2.6, which is, therefore, somewhat higher than might be expected in a normal population. The ratio of mean M to mean FM in our population, then, was actually .3 to 1. This would seem to indicate that our patients are more "instinctually" motivated, and that they respond to emotional stimuli less directly, less consciously and less maturely, than do normal people.

We found a decrease in the frequency of FM with increasing MA-groups; in mentally defective individuals FM overbalances M. At some point, FM and M are possibly equal, and in the normal individual, M overbalances FM.

Our study shows significant inverse correlations between FM and IQ (—.42) and between FM and CA (eta .62). These imply that FM decreases with increasing IQ and with increasing CA, and substantiates our contention.

7. C-sum

C-sum was calculated by assigning an arbitrary numerical value of 0.5 to FC responses, 1.0 to CF responses, and 1.5 to C responses. This C-sum, taken in conjunction with M, indicates the individual's outward response to his environment.

The mean C-sum for our total group was 1.9; for Ford's (3) group it was close to that. Ford found a slight increase in C-sum with increasing MA-groups, but we found that the high and low groups were almost equal, while the medium group had a greater C-sum.

It should be recalled that our mean M was .78, as mentioned earlier; the mean C-sum was 1.9. If one could postulate a "mean Erlebnistyp" for the total group of mentally retarded subjects in our study, one might state that our group was "mean exratensive"; this would agree with Beck's (1) findings with his group of similar subjects. Some of the postulated characteristics of the extratensive type, such as stereo-

typed intelligence, mind turned outward, and unstable emotional life, seem to be more descriptive of our retarded population than do characteristics the converse of those described here.

Both Ford (3) and we found small, non-significant correlations between C-sum and MA and IQ.

8. % Animal Responses $\frac{A + Ad}{R}$

Rorschach (7) claimed that A% was inversely related to mental level. Ford (3) found, however, that there was a very low direct correlation with mental age, and Beck (1) reported similar findings. Our study gave a correlation of —.04 with MA and —.17 with IQ, which tends to agree with Rorschach's findings.

Rorschach estimated that subjects of normal intelligence give between 25% and 50% A; the A% for our total group was 57.7%. This is somewhat high when compared with the expected normal percentage, and agrees with Rorschach's idea that imaginative subjects give fewer A's and Ad's, and that a high A% indicates stereotypy.

Ford found an increase in A% with increasing MA-groups; we found that the medium MA-group gave less A% than the high and low MA-groups, which were almost equal.

9. Human Responses (H and H%)

There does not seem to be a generally accepted amount of H which should be found in a normal record. We find that the mean number of H responses in our total group was 1.1. Ford (3) found an increase in both H and H% with increasing MA-groups, but we found this only in the case of H.

The relationship between H and MA was actually non-linear, as shown by our significant correlation, eta of .50. The middle MA's tended to give more H than did the high or low MA's.

10. Popular Responses (P%)

It should be noted that no one particular list of P responses was used in this study. The question of whether a response was to be scored P was left entirely to the examiner.

The record of an individual of normal intelligence supposedly contains 5 P's which ordinarily account for 25-30% of the total responses. The mean P for our total group was 2.7, with 19.2% P, which is lower than might be expected on the basis of the findings with the normal group. Part of this low score is due to the fact that the more

retarded individuals do not seem able to perceive many things which other, more normal individuals, see.

This is verified by the following: Ford (3) finds an increase in P with increasing MA-groups: means are 1.9, 4.2 and 5.2. But there is not a correspondingly marked increase in P% for these groups: 13.3%, 24.0%, 19.7%. Our findings, however, show an increase with increasing MA-groups: 1.3, 2.9, 3.1, and a corresponding increase in P%: 9.7%, 18.0% and 24.8%. If these figures for P and P% continued into higher MA-groups with normal children, they might approach the 5 P, 25-30% P limits mentioned as being found in normal subjects.

Ford gives no correlation between P and MA and IQ. Our study found a significant correlation of .39 with MA.

11. Reaction Time (RT)

Reaction times were computed for our subjects in terms of the amount of time elapsing between the presentation of the card and the first response. There was little difference in our subjects between their reaction times to the gray cards as opposed to the colored ones: gray mean RT was 13.7, colored mean RT was 14.6 seconds.

Correlations with MA and both gray RT and colored RT were significant: .36 and .45. They were also correlated, even higher, with CA: gray RT, .52; colored RT, .63.

The problem of length of reaction times to the cards has been largely neglected by past experimenters, except insofar as a discrepancy in times may show color or shading shock. Our relatively high correlations between these factors and MA and CA indicate that they may be valid indicators of intellectual level.

SUMMARY AND CONCLUSIONS

A group of retarded individuals who had been given the Rorschach were compared with a group of younger children of normal intelligence who had MA's similar to the retarded group. The findings indicated that the frequencies of appearance of the Rorschach determinants differed for the two groups, despite the groups' similarity in MA range. Eleven Rorschach "determinants" were discussed in detail, with regard to their correlation with intelligence, their frequency in the different MA-groups, and their comparison with the frequencies for these variables expected in normal populations.

It must be recalled that our total population was 50, and that in the lowest MA-group it was only 8. Furthermore we made no attempt to correlate the appearance of Rorschach variables with the etiology of the subjects. It is probable that brain-injured individuals give different responses than do non-brain-injured (Werner, 8). Our subjects were not divided into etiological groups and handled according to this variable because we did not feel that we had a satisfactory classification system for doing so.

Despite these factors, however, we feel that our results are important indicators of the manner in which a group of mentally defective individuals, albeit a heterogenous group, functions on the Rorschach. Our work indicates, furthermore, that the Rorschach can be given satisfactorily to mentally defective subjects with MA's as low as 4-11 and with IQ's as low as 36.

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THE HOMOGENEITY OF THE MENTALLY SUBNORMAL: A FALLACIOUS CONCEPT

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Although notable progress has been made in the diagnosis, treatment and education of mentally deficient children, and research in etiology and prevention is steadily increasing, there still remains among both lay and professional groups a great deal of ignorance concerning the intellectually handicapped, who number about four million in the United States alone.

It is the point of this article to show that one of the most fallacious concepts regarding mental defectives is that they constitute an almost homogeneous group. This opinion may not always be directly expressed but it is certainly implied, e. g., when workers investigate some particular performance of the mentally subnormal without differentiating their experimental sample as to etiology. It is also not unusual to read in the literature of clinical psychology about various test responses which are said to be typical of the mentally defective.

Perhaps it is not realized by investigators who use the overall classification of mental deficiency so loosely that under this "category" the following disease entities or separate clinical types may be included or subsumed: mongolism, cretinism, microcephaly, hydrocephaly, phenylpyruvic oligophrenia, epilepsy, cerebral palsy, organic brain disorders of various types, infectious diseases, endocrinological disorders, and familiality (hereditary defect). It seems no more reasonable to discuss mental deficiency as an undifferentiated and grossly descriptive phenomenon than it is to speak of psychosis without considering that it includes schizophrenia, mania-depression, involutional melancholia, paranoia and various organic psychotic states.

It is not a logical argument that etiology is of minor importance on the basis that the end result is still intellectual deficit. This line of reasoning would certainly not be applied to the psychoses; etiology and development being of major interest in the understanding of these disease syndromes. In mental deficiency, etiology is a vitally important

factor not merely because it enables us to classify cases easily, but because a knowledge of the etiology of the many different clinical types subsumed under this "category" has theoretical and practical value. It usually indicates whether the disorder is endogenous (hereditary) or exogenous (acquired before, at or after birth). It infers the general symptomatology of the disease, and most important of all from a practical standpoint, the etiology has important implications for individual training and rehabilitaton. Once the etiology is recognized, a tentative prognosis can be made and a more realistic approach to the problem in terms of possible institutionalization, medical care, and appropriate training can be taken.

Basically then, a recognition of the importance of etiology leads to a better understanding of individual differences; it suggests the necessity for differential diagnosis because of the obviously distinctive and significant variations among the multitude of pathologies comprising mental deficiency. There is a need to concentrate on these pathologies as separate clinical entities. The singular factors peculiar to each disease should be carefully studied and isolated. Intellectual deficit is, after all, only a symptom; it tells us very little about the individual's less obvious but more essential problems.

From the single standpoint of intellectual functioning, however, there is a huge degree of variability among the mentally subnormal. Low grade defectives, those with I. Q.'s below 50, require much more care and supervision than the high grade defectives, and they are less able to benefit from any sort of training. Of course the low grade group is even further removed from the borderline and dull normal individuals, who are more accurately termed retarded than defective and who often need little or no supervision and can be trained for numerous useful jobs in an institutional setting and sometimes in the community.

It has been remarked often that mongoloids are the outstanding example of group homogeneity, and the term "mongolian idiocy" has been rather loosely applied. Actually the phrase "mongolian idiocy" is a misnomer since the great majority of these individuals are at the imbecile level, and there are some mongoloids, though very few, who attain the moron level. Consequently there are mongoloids who are completely helpless, others who can care for their own personal needs, and a few who can maintain a daily light industrial schedule, do uncomplicated farm work, care for lawns, clean house, run errands and even attend special classes where they sing, dance and play cooperative games. This

latter group refers mainly to institutionalized mongoloids. In addition to these intrinsic differences, all mongoloids are not docile, cheerful and affectionate as popular psychological literature would have us believe; some are agressive, hyperactive and disagreeable.

Let us turn for a moment to a very large group of defectives, the brain-injured. Depending on the extent and type of injury, brain-damaged defectives show remarkable differences in range of ability. Some, the most severely damaged, are almost totally helpless. Frequently, these cases are the result of serious complications occurring before birth, at birth or coming soon after birth. There are others, less severely injured, who can care for their own needs and perform simple but useful tasks. The least severely brain-injured, those in the moron and borderline groups, can often benefit from academic and industrial training geared to individual needs and capacities. The etiology in these cases may be epilepsy or less debilitating pre-natal, natal or post-natal traumas, such as early whooping cough, encephalitis lethargica or possibly cerebral palsy. Some of the highest grade "organics" are capable of performing very useful jobs in institutional settings; a few, as was mentioned before, have been able to return to the community in some supervised employment framework. There is also a large proportion of those with cerebral palsy (which, of course, is a result of brain-injury) who are in the average and superior categories of intelligence.

The familial cases, under which category are often included those who are functioning at a depressed level of efficiency as a result of severe environmental deprivation, constitute nearly half of all the mentally subnormal and, are generally, as a group, more intelligent than the brain-injured. The largest proportion are in the moron, borderline and dull normal range, but a few are imbeciles. Cases of very low grade intelligence most always have obscure, complicating organic factors even though they may be classified as familial. The high grade individuals of familial etiology can usually derive considerable benefit from academic instruction. Many can read, write, play musical instruments and act in plays. They can be trained to do many varied industrial jobs, again, depending upon their level of intellectual functioning. Operating tractors and laundry mangles, taking care of poultry and other livestock, shoe repairing and garden care, are just a few of the institutional tasks that some of the familials perform at The Training School at Vineland, New Jersey. [1] Some, after intensive training both

1. The writer has recently completed a period of service as a Junior Psychologist at The Training School.

academically and vocationally, can be self-sufficient members of a community. These individuals, however, are usually not defective but more precisely, retarded, being in the borderline and dull normal range. Only the organic children with very slight impairments can benefit, as a rule, to the extent possible for high grade "familials" under intensive training.

Only a few of the clinical groups subsumed under mental deficiency have been discussed here. Certainly there is much to be said also about the variability among children with convulsive disorders and the victims of cerebral palsy, many of whom are not intellectually retarded.

Let us examine the fallacy of homogeneity from still another aspect, personality and emotional make-up. Although it is a recognized fact today that defectives are susceptible to all the functional mental derangements, it was not long ago that many workers in psychopathology and allied fields ignored the personality factor in mental deficiency. It was a common belief that the intellectually handicapped were not intelligent enough to suffer from neuroses or psychoses. Even today most private hospitals and veterans administration installations, which specialize in neurophychiatric treatment, will not accept mental defectives obviously because they feel that therapy would be useless. A survey of the current literature in mental deficiency, however, reveals an increasing number of publications devoted to psychotherapy, usually play therapy, group therapy, and sometimes individual counselling. It is encouraging, in this respect, to note how many of these articles lend themselves to an optimistic outlook concerning phychotherapy for the intellectually retarded. Many institutions for defectives now have psychiatrists and therapeutically or dynamically oriented clinical psychologists. These new developments are a direct reflection of the realization that many defectives need and can benefit from help in psychological adjustment.

It is not difficult to understand that long-term institutionalization may impose serious restrictions, especially on the higher grade defectives and retardates who sense more keenly that they are different from others. The feelings of rejection, loneliness, and hopelessness which are not infrequent consequences of institutional placement are realistic problems to be coped with by competent workers in mental pathology.

And so it is in the hope of helping to explode or erradicate the myth of the homogeneity of the mentally subnormal that this paper is submitted. The attraction of qualified and ambitious workers who are

interested in the clinical, educational, and research aspects of the various pathologies related to mental deficit which are discussed here will depend to a great extent upon their realization of the potentialities of the intellectually handicapped and the urgent need for these potentialities to be achieved.

STATE PSYCHOLOGISTS MEET AT TRAINING SCHOOL

More than 40 psychologists and psychological interns from the New Jersey State Department of Institutions and Agencies met at The Training School, Vineland, on Monday, October 19th, for an informal program of talks and discussions. Such meetings are held monthly throughout the state at the call of Dr. Maurice G. Kott of Trenton, the state's chief psychologist.

Dr. Walter Jacob, director of The Training School, welcomed the guests at the morning session held in the research laboratories. He spoke briefly on current programs of the school. Dr. Karl F. Heiser, director of research at Vineland, discussed clinical work with retarded children; Dr. Bernard Schlanger spoke on speech pathology, and Eugene McGee described the special treatment unit for emotionally disturbed children which has recently been inaugurated at The Training School.

At the noon luncheon Dr. Jacob introduced Superintendent Daniel F. Graham and Dr. Harold A. Delp, coordinator of educational activities at The Training School. Dr. Delp spoke briefly on the educational program at Vineland.

Following a tour of grounds and buildings, the psychologists again met in the research laboratories to hear further talks by members of The Training School staff. Dr. George Satter spoke on "Patterns and Stages of Intellectual Growth"; Andrew Berger discussed "Estimates of Mental Age Through Figure Drawing Tests" and "Use of Color in Different Etiological Groups"; Dr. Heiser spoke on "Effects of Difficult Birth on Intellectual Development".

HONORING MR. BIBLE

Resolution

WHEREAS during the past forty years the name of Guy P. Bible has been closely associated with the programs and progress of The Training School, and

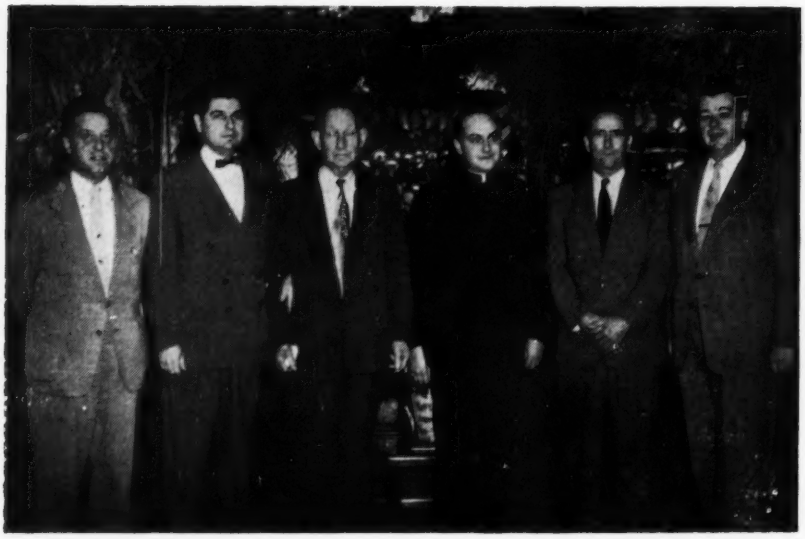
WHEREAS Mr. Bible has served actively on our Board of Trustees since 1929 and as its President since 1943, giving uncounted hours of time, energy, and understanding leadership, and

WHEREAS Mr. Bible has chosen to retire from the office of President this year, having enriched the lives of all who came in touch with him with his kindliness, friendship, idealism, and persistence in seeking greater goals of achievement for The Training School and the happiness of its Staff and Children, and

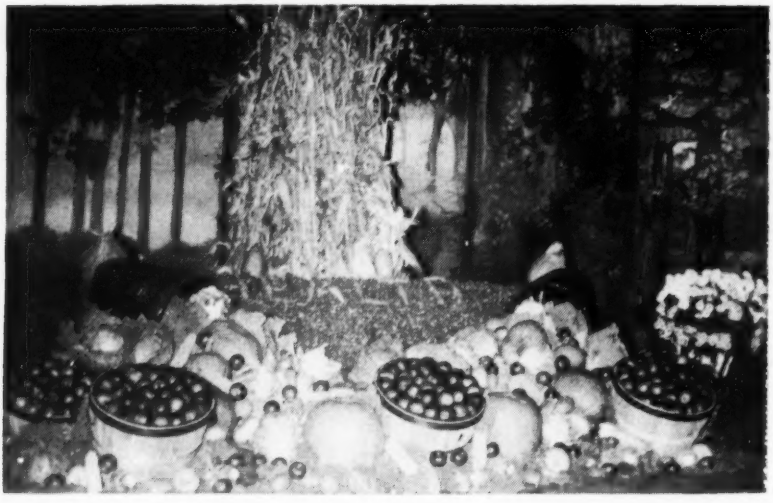
WHEREAS both Mr. and Mrs. Bible will be sorely missed by all,

THEREFORE Be It Resolved that the entire Staff and all the Children of The Training School record the sincere consciousness of their loss and dedicate themselves, one and all, to carrying forward the high principles and constructive endeavors which Mr. Bible so truly represented.

Presented and passed unanimously at the semi-annual meeting of The Training School staff on the twenty-eighth day of October, nineteen hundred and fifty-three.



HARVEST HOME AT MENANTICO. On the program October 25 were Mr. Graham, superintendent, Dr. Jacob, director, Mr. Merithew, former colony manager, the Rev. Fr. Allegrini, Mr. Perri, Menantico supervisor, Mr. Seymour of the cottage staff.



AT GARRISON HALL. On November 1, an assembly to give thanks for bounteous crops was also held in Garrison Hall, shown above. For details, see the Harvest Home program elsewhere in this issue.

HALLOWEEN ASSEMBLY PROGRAM in Garrison Hall on Friday evening, October 30, was an evening of costumed fun for the children.

HALLOWEEN STAFF PARTY at Dr. Jacob's home finds Mrs. Delp, Mr. Keener, Mrs. McCarthy, Mr. Graham (top, center), Marjorie Graham, Mrs. Stahl in a crowded moment of "musical chairs".

"HARVEST HOME" PROGRAMS

The annual "Harvest Home" program at the Menantico Farm of The Training School was held Sunday, October 25th, with many guests from Vineland and surrounding areas attending. Angelo Perri, Colony supervisor, was in charge.

Rev. Angelo Allegrini, of St. Mary's Church, East Vineland, brought the harvest message of thankfulness. Dr. Walter Jacob, director of the school, Daniel F. Graham, superintendent, Frank Merithew, former colony manager, all spoke briefly in commemoration of this traditional event. Special tribute was paid to Mr. and Mrs. Merithew who served for many years at the colony, which was established in 1913.

Arthur Seymour, house parent and chaplain at the colony, announced the program numbers and led the singing. A special feature was a sextet of six girls from The Training School singing "Beyond the Sunset". Mary Louise Stevens of the education department was at the piano. Song sheets and hand-lettered programs for the event had been prepared in the colony's Hobby Shop.

More than 50 parents and friends from Vineland and nearby areas attended the annual "Harvest Home" program in Garrison Hall on the main grounds, on Sunday, November 1st.

Daniel F. Graham, superintendent, was in charge. The Rev. Calvin J. Felton of Vineland brought the harvest time message.

Henry Renne and his farm boys and Mrs. Alice Morrison Nash, educational consultant, had charge of the decorations and displays. Edward Costa and his greenhouse helpers provided many baskets of flowers for stage and corridors.

Highlights of the program included songs by a mixed chorus, led by Miss Norma Pollack, and several band instrumental numbers, directed by Hugh Kelly.

COSTUME PARTIES ARE HALLOWEEN FEATURE

Halloween Week was celebrated at The Training School with a series of parties climaxed by a special program Friday night, October 30th, in Garrison Hall.

The Girls' Club held a costume party in their club rooms in Moore Cottage on Tuesday evening. Girl Scouts played games, danced, and participated in several original contests planned by Mrs. Elizabeth McCarthy at a special party in Garrison Hall Thursday evening.

On Friday night, costumed staff members visited cottages and hospital early in the evening, then gathered with the children in Garrison Hall for a program of skits, music, and a costume parade. "Best Group" prizes were awarded to Moore Cottage for the girls and DeMott Cottage for the boys. The prizes were handsome brass wall plaques. After the assembly program, each cottage had its own special party and "treat" until bedtime.

On Saturday night, many boys and girls with accompanying staff members, attended the Mardi Gras parade in downtown Vineland.

ARMISTICE DAY PROGRAM

A special Armistice Day program featuring "Women in American Wars" was presented at The Training School on the afternoon of November 11th, under the direction of the Education Department.

Costumes of each period, beginning with the Revolutionary War, were worn by several of the older girls in the succession of tableaus. The mixed chorus sang songs which were popular during each war and original readings told of the role of women in American History during the past 180-odd years.

Other numbers included recitations on "Armistice Day and Peace", band and instrumental numbers, and a special marching drill by the kindergarten classes.

ASSIST IN TEST REVISIONS FOR PSYCHOLOGICAL CORPORATION

Seventy-five persons in the Cumberland County area will be interviewed during the coming weeks by members of The Training School research and education staff in a special test project.

Sponsored by the Psychological Corporation of New York, the project is a nation-wide undertaking to revise and standardize one of the most widely used tests. To do this, persons of varying vocational, economic, age, and educational backgrounds, will be interviewed. All interviews are private and the scoring of results will be done in the New York offices of the corporation. Neither the examiners here nor those they interview will have access to any individual scoring in the nation-wide compilation.

Dr. Harold A. Delp, coordinator of educational activities, will supervise the work in this area, representing The Training School which has been chosen as one of the several centers to assist in the project. Members of the research staff here who have been chosen to help conduct the testing are Dr. George Satter, Andrew Berger, Eugene N. McGee, and Mrs. Diane Limpert.

According to Dr. Delp, work on the project will begin immediately and be completed by the end of December. The Psychological Corporation, founded in 1921, was organized for purposes of research, testing, counseling, and distribution of its tests and findings to industry, government, educational groups, social service agencies, and others. Its officers and staff are restricted to members of The American Psychological Association.

SYMPHONY CONCERT

The South Jersey Symphony Orchestra, with Enrico Serra of Vineland conducting, presented a concert on Sunday, November 8th, at 3 p. m. in Garrison Hall of The Training School.

The program was given for the children of the school, staff members, and friends, and was enthusiastically received.

The 50-piece orchestra, composed of musicians from all over South Jersey, has become widely known since its organization six years ago. As a part of the musicians union program to which its members belong, a number of free concerts are presented each year.

This was the third appearance of the orchestra at The Training School. A capacity audience greeted their program here.

200 ENTRANTS IN FIELD MEET

More than 200 boys at The Training School participated in a field meet Saturday afternoon, October 17th, arranged by John H. Stahl, boys' counselor. Members of the school staff, several parents, as well as boys and girls from all the cottages, attended.

Serving as judges and scorers were Joseph France, Henry Renne, and Ray Hanna. Starters were Robert Hunsworth and Benjamin Vanderslice. Douglas Johnstone manned the loudspeaker as announcer.

Seven teams completed in the running events and there were many entrants for the high jump, shot put, and football throw. The results, showing winners of first and second places, were:

Team A. 100-yd. dash. Clarence G.; 2, Charles D. Time 11.2 sec. 440-yd. run. Clarence G.; 2, Charles B. Time 1 min. 3 sec. 16-lb. Shot Put. George C.; 2, Charles C. Dist. 29' 3".

Team B. 100-yd. Dash. Herman G.; 2, Edward O. Time 11.8 sec. 440-yd. Run. Charles D.; 2, Alan J. Time 1 min. 8 sec. 16-lb Shot Put. Charles D.; 2, David M. Dist. 26' 9".

Team C. 75-yd. Dash. Robert C.; 2, David L. Time 8.4 sec. 440-yd. Run. Robert C.; 2, David L. Time 1 min. 11 sec. 50-yd. Sack Race. Robert C.; 2, David L.

Team D. 75-yd. Dash. Martin J.; 2, James S. Time 8.5 sec. 440-yd. Run. William D.; 2, James S. Time 1 min. 9 sec. 50-yd. Three Legged Race. James S. and Joseph W.; 2, Martin J. and Alpha H.

Team E. 50-yd. Dash. Donald B.; 2, Edward K.

Team F. 50-yd. Dash. Michael M.; 2, Donald M.

Team G. 25-yd. Dash. David E.; 2, Walter K.

In the open events, the football throw was won by George C. who tossed the pigskin 168 feet. Charles C. placed second. In the high jump, Alan J. cleared the bar at 4 feet, 3 inches. George C. took second place.

Six well known harriers from the employees staff participated in the "Judges Final", a 100-yd. dash. Joseph France of the Educational Department placed first with Henry Renne, Farm Supervisor, a close second.